

Teaching Artist Process for Linking Evaluation to Student Performance

Step One – NEED

- Examine your residency plan
- How do I want my participants to respond? What do I want them to create or perform?
- Identify a standard or educational objective that aligns with your residency plan
 - National Standard -> State Standard ->
 - Local School District Standard -> Classroom Curriculum Unit

Step Two – CRITERIA

- What are you looking for to determine if the participants are meeting your objectives?
 - Content or knowledge
 - Impact, desired effect or quality of the product
 - Process appropriate to the task

Step Three – ACTIVITIES

- Does your residency plan include connections to criteria that align with your educational objective?
 - Make, perform, or interpret art of varying cultures, styles, time periods or forms. Participants could identify what they see in context of time and place. (Content)
 - Make or perform art to express a specific social issue or point of view. Participants are asked to think about their reaction and then write a short description of their emotional response. (Impact)
 - Identify characteristic of an art form and incorporate them into original work. Participants then compare and contrast their looking for similarities in technique and style. (Process)

Step Four – TOOLS/PRODUCTS

- Portfolio or Display: ability to track changes over time
- Multimedia: captures work for immediate feedback
- Production : See abstract concepts in action
- Writing: captures reflective, personal meaning
- Presentation: Allows students to be active participants
- Interview: Instructor can pursue complex themes.

Step Five – EVALUATION SYSTEM

- Rubrics – designed in a participatory style to develop buy-in by participants
 - A guide to describe various levels of performance
 - Contains a scale with range and quality
 - Describes what differing levels of quality look like in performance or production
 - Build from the top with a description of exemplary performance and continue to identify indicators for each level of achievement (proficient, basic, and in progress).
- Checklists – clearly identified characteristics and easily identified traits
- Specifications – review of instructions and guidelines, were they followed?

Source: adapted from *Nebraska K-12 Visual and Performing Arts Frameworks, Building Assessment*,
<http://www.nde.state.ne.us/VPART/FWintro.htm> © M. Skomal, Linking Program Planning and Evaluation